McDOUGALL'S SUGGESTIVE LESSONS IN ENGLISH

BOOK III

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LONDON: 8 FARRINGDON AVENUE, E.C.4
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1929

McDOUGALL'S
SUGGESTIVE
LESSONS IN ENGLISH.—*BOOK III.*

LESSON 1.

WORDS THAT GO WITH NAMES—REVISION.

A. *Read these sentences carefully.*

1. Johnnie was a dreamy boy. 2. He did not look where he was going. 3. His kind mother often warned him that he would get hurt. 4. One day he was walking near a deep river. 5. All at once he fell into the cold water. 6. A gentleman was fishing from a small boat. 7. He seized Johnnie's coat collar and pulled him out of the water. 8. Johnnie never walked with his head in the air again. V18-1-33

B. *Pick out the adjectives, that is the words that go with names in the story.*

C. *Write the words in italics in three columns, like this :—*

NOUNS. VERBS. ADJECTIVES.

1. The *blind* man has a dog to lead him about the streets. 2. We all pity the *blind.* 3. If you look at the sun it will *blind* you. 4. Mr. Brown has a beautiful *flower* garden 5. His primroses *flower* all the year round. 6. The cowslip is a favourite wild *flower.* 7. Tom Smith has got a new *tweed* overcoat. 8. Boys' coats are often made of *tweed.* 9. The *Tweed* divides England from Scotland. 10. The children are at the *dinner*-table. 11. *Dinner* is ready.

LESSON 2.

A. *Answer these questions in sentences each containing an adjective.*

1. What kind of flowers do you find in the woods in spring? 2. In what kind of a town do you live? 3. What do you see in a milliner's shop? 4. What is the inside of a railway carriage like? 5. What sort of dress does a nurse wear?

B. *Write your answers.*

C. *Tell in your own words the story your teacher reads.*

D. *Write the story in your own words.*

LESSON 3.

WORDS THAT GO WITH NAMES.

A. 1. *Copy this list.*

high	higher	highest
long	longer	longest
deep	deeper	deepest
small	smaller	smallest
swift	swifter	swiftest
sweet	sweeter	sweetest

2. *Look carefully at the list.*

These words may all be used to describe names.

Now look at these sentences.

1. Tommy Smith climbs a **high** tree. 2. After doing this two or three times he can climb a **higher** tree. 3. Soon he will be able to climb the **highest** tree in the garden. 4. Little Kitty thinks she has a **long** lesson to learn. 5. Her sister Mary has a **longer** lesson. Her big brother has the **longest** lesson of all.

These sentences show us how to use words ending in *er* and words ending in *est*.

The trees are of the same kind (**high**), and the words **high, higher, highest**. show us differences in height.

The lessons are of the same kind (**long**), and the words **long, longer, longest**, show us differences in length.

B. *Read these sentences filling up the blanks.*

1. Tom is a very strong boy, but his brother Dick is still — , and William is the — of the three. 2. Kate has — hair than her sister Mary. 3. The elephant is the — animal in the world. 4. Cinderella's foot was the — in the town.

C. *Now copy the sentences with the blanks filled up.*

D. *Write these adjectives in three columns, making the same changes as in* **A**.

fair, bright, tall, great, full, slow, rich.

LESSON 4.

DICTATION.

Write what your teacher dictates to you.

LESSON 5.

PICTURE STORY.



A. *Look carefully at these pictures.*

B. *Answer your teacher's questions about them.*

LESSON 6.

WORDS THAT GO WITH NAMES.—(Continued.)

A. *Copy this list of words.*

old	older	oldest
old	elder	eldest
good	better	best
bad	worse.	worst
little	less	least
much	more	most
many	more	most

B. *Read these sentences, filling in the blanks from the list.*

1. Please do not give me any — tea, for I have too — . 2. John is — than William, but he is not the — son. 3. Jessie is the — of the three sisters. 4. She is three years — than Mary. 5. Frank's work is very good, but William's is — . It is the — in the class. 6. Dick's work is bad, Ned's is —, and Sam's is the — of the three.

C. *Copy out these sentences with the blanks filled up.*

LESSON 7.

LETTERS.

A. *Copy this letter. Be careful to arrange it like the copy, and notice the full stops and commas.*

My dear Tom,

I am spending the summer on my grandfather's farm, and I am very happy there. Every morning I go to see the cows milked, and then I have a ride on a fat, brown pony. I helped with the hay-making, and found it great fun. The harvest will begin in a week or two, and then everybody will be very busy.

Are you enjoying yourself at the sea-side?

Yours sincerely,
Walter Lowe.

B. *Try to write an answer to this letter.*

C. *Write what your teacher dictates to you.*

LESSON 8.

REVISION—NOUNS.

A. *Copy these sentences.*

1. Alfred was a very great king. 2. For many years he had to fight hard against the Danes, and once he had to flee before them. 3. He went to the lonely island of Athelney, and a poor labourer let him stay for some months in his hut. 4. Alfred could sing and play on the harp. 5. He dressed himself like a minstrel and went to the camp of the Danes, who were very fond of listening to songs. 6. He sang to the Danish king Guthrom and his warriors, and he heard them talk of their plans for the next battle. 7. Once more Alfred gathered his men together and beat the Danes in a great battle at Ethandun. 8. After that he made peace, and allowed the Danes to settle in the east of England.

B. *Write the nouns in the story in two columns, like this:—*

PROPER NOUNS. **COMMON NOUNS.**

C. *Write the nouns again in two columns, this time like this:—*

SINGULAR. **PLURAL.**

D. *Close your books and write the story from memory in your own words.*

E. (a) *Pick out from these sentences the nouns that stand for names of owners.*

1. Alfred's friends were scattered. 2. The Danes' camp was not far off. 3. Alfred wore a minstrel's dress. 4. Guthrom's plans were found out. 5. The soldiers' wives welcomed them home. 6. Alfred was one of the greatest of England's kings.

(b) *Put names of owners into the blanks in these sentences.*

1. There is a — school in this street. 2. At Christmas time we see many — books in the — shops. 3. Tom climbed a tree to look at a — nest. 4. William has a collection of — eggs. 5. To attend to sick people is a — work.

F. *Listen to the story read by the teacher and answer the questions asked on it.*

LESSON 9.

NAMES OF MEN AND MALE ANIMALS—NAMES OF WOMEN AND FEMALE ANIMALS.

A. *Copy this list.*

giant	giantess	lion	lioness
peer	peeress	heir	heiress
author	authoress	priest	priestess
prophet	prophetess	deacon	deaconess
poet	poetess	shepherd	shepherdess

A **giant** is a very big man. A **giantess** is a very big woman. A **lion** is a wild animal, and the mother lion is called a **lioness**. A **peer** is a nobleman, and his wife is a **peeress**. A man who has written books is an **author**. A woman who has written books is an **authoress**. A man who has written poetry is called a **poet**, and a woman who has written poetry is called a **poetess**.

B. *Read these sentences. Say which names are the names of men or male animals, and which are the names of women or female animals.*

1. The shepherd gathered the sheep with the help of his dog. 2. A lady at the ball was dressed like a shepherdess. 3. The kind giantess saved Jack from the wrath of her husband, the cruel giant. 4. In the menagerie we saw a lion and a lioness. 5. The Duke of Wellington was a great soldier. 6. The German Emperor and Empress visited the King and Queen of Britain.

C. *Write the names in* B *in two columns, like this:—*

Names of men or male animals.	*Names of women or female animals.*
Masculine.	*Feminine.*

D. *Listen to the story read to you, and answer your teacher's questions on it.*

E. *Tell the story in your own words.*

F. *Write the story from memory.*

LESSON 10.

VERBS—REVISION.

A. *Read these sentences carefully.*

1. Little Jack Horner thought himself a very good boy because he pulled a plum out of his pie. 2. When he goes to school he will find that a good boy needs to do more than that. 3. Little Miss Muffet is very timid. 4. "I shall run away if you sit beside me," she said to the spider. 5. This hurt the spider's feelings, for he meant to be friendly. 6. In days long past the cow jumped over the moon. 7. Now she grazes quietly in the field and seldom even jumps over the gate. 8. The old woman that lived in a shoe gave her children broth without any bread, and whipped them all soundly and sent them to bed. 9. When the wind blows the cradle will rock.

B. *Say which words tell of present, which of past, and which of future time.*

C. *Write the words in three columns, like this:—*

PRESENT.	PAST.	FUTURE.

LESSON 11.

A. *Read this list of words carefully and say which tells of present and which of past time.*

run, ran ; break, broke ; build, built ; fight, fought ; lie, lay ; live, lived ; fall, fell ; eat, ate ; lay, laid ; see, saw ; burn, burned ; cut.

B. *Fill up the blanks in these sentences, using verbs from the list above. Sometimes you will have to add an s.*

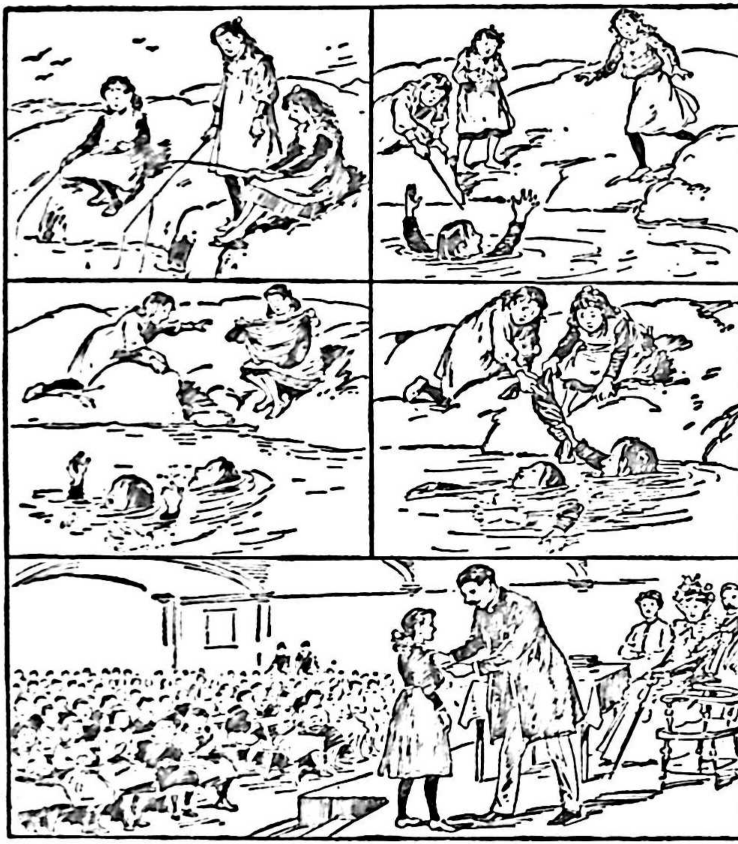
1. This is the house that Jack — . He who — and — away, — — to fight another day. 3. Jack — down and — his crown. 4. Jack Spratt never — any fat. 5. His wife always — the fat for him. 6. Who — Cock Robin die? 7. My little bantam — an egg every day. 8. The lazy boy — in bed till ten o'clock. 9. Tom — his fingers with his new knife. 10. If children play with matches they — — themselves.

C. *Listen to the story read to you and answer your teacher's questions on it.*

D. *Write the story from memory. Use your own words.*

LESSON 12.

PICTURE STORY.



A. *Look carefully at these pictures and answer your teacher's questions on them.*

B. *Write the story in your own words.*

C. *Write from memory the story your teacher reads to you.*

LESSON 13

TRANSCRIPTION AND MEMORY COMPOSITION.

THE BATTLE OF CRESSY.

A. *Copy these sentences.*

1. Edward III. took his eldest son with him when he went to war with the king of France. 2. His son was sixteen years old, and was known as Edward the Black Prince. 3. At the great battle of Cressy the young prince commanded part of his father's army. 4. The king stood on a little hill near a windmill, and watched the fight. 6. Some soldiers came to tell him that the prince was hard pressed. 7. "Let the boy win his spurs," he said, "I shall not go to his help unless he is wounded." 8. The prince fought bravely, and after the battle his father made him a knight.

B. *Write the story of the battle of Cressy from memory.*

C. *Listen to the story your teacher tells you, and answer questions on it.*

LESSON 14.

LETTERS.

A. *Copy this letter.*

My dear Millie,

Aunt Bessie has invited me to stay a week with her in London, and she says I may bring a young friend with me.

Will you ask your Mother if she will allow you to come?

Father will take us as far as the junction, and Auntie will meet us at Euston.

Your loving friend,

Margaret.

B. *Write an answer to this letter.*

LESSON 15.

RETELLING A STORY.

A. *Read these sentences, and listen to what your teacher reads to you about the story.*

THE COBBLER AND THE BROWNIES.

1. A cobbler and his wife were very poor. 2. One night he cut shoes out of his last piece of leather, and found them finished in the morning. 3. He sold the shoes, and cut two pairs out of leather he bought, and found them finished next morning. 4. This happened several times. 5. One night they saw two little ragged elves working for them. 6. To reward their friends the cobbler made shoes and his wife clothes for them, and left them at night on the bench. 7. The cobbler and his wife watched to see what the brownies would do. 8. They put on the clothes, dancing and singing, and vanished. 9. The brownies were never seen again, but the old people were no longer poor.

B. *Answer the questions you are asked on what you have read, and on what has been read to you.*

C. *Write the story in your own words.*

LESSON 16.

LETTERS.

My dear Kate,

Your kind letter and present for my birthday arrived this morning, and I hasten to thank you heartily for both. I prize the bag all the more because it is your own work, and I think it was most kind of you to devote so much time to it.

I hope you will be able to stay a few days with us in the summer holidays.

Your affectionate cousin,

Margaret.

A. *Copy this letter.*

B. *Try to write another letter acknowledging a present.*

LESSON 17.

WORDS THAT STAND FOR NAMES—REVISION.

A. *Read these sentences.*

1. One morning in winter Tom Smith asked his mother to allow him to go to skate on the lake. 2. "No, Tom," said she. "There was a thaw last night, and you know the lake is not safe except in very hard frost." Tom left his skates at home, and went to look at the ice. 4. "I wish my mother had not told me not to skate," he said to himself, "it seems quite safe." 5. Just then some boys came skating past Tom, and they called to him to join them. 6. "No, I must not," he answered. "My mother says it is not safe." 7. The boys turned away laughing at Tom, but in two minutes the ice gave way with a great crack and they were plunged into the ice-cold water. 8. Two men helped them out with a ladder and a rope, and they ran home shivering in their wet clothes. 9. "If only we had obeyed our mothers, like Tom!" thought they, as they saw him warm and dry on the bank.

B. *Pick out the words that are used instead of names.*

C. *Go over the sentences again, and this time pick out only the words that are used for names of owners.*

LESSON 18.

WORDS THAT POINT OUT.

A. *Copy these sentences, filling up the blanks with words that point out.*

1. I want — apples hanging on the tree, not — on the plate beside me. 2. — boy in the school wears a badge on his cap. 3. I mean — boy on the front bench, not — girl at the back of the room. 4. The vessel was wrecked and — hands perished. 5. Mrs. Brown gave sixpence to — child in the room. 6. The poor man was so hungry that he was glad of — food.

B. *Write what your teacher dictates to you.*

LESSON 19.

DESCRIPTION—THE FIREMAN.



A. *Look at this picture, and answer your teacher's questions.*

B. *Write what your teacher tells you to write about it.*

C. *Read these sentences, and answer your teacher's questions.*

1. A fireman is something like a soldier in his dress, but fire is the enemy he has to fight. 2. When a building catches fire a loud bell or a message by telephone calls for the fire brigade. 3. The fire engine some years ago was always drawn by strong horses, but now in many towns motor cars are used. 4. All carriages and carts make way for the fire engine as it rushes through the streets. 5. Long pipes are fastened to the water taps, and the firemen pour water on the flames. 6 They carry with them long ladders, and climb up to high windows to take people out of their burning rooms. 7. To prevent the fire from spreading the firemen drench all the houses. 8. Firemen are often in danger of being burnt or hurt, but they risk their lives bravely.

LESSON 20.

DICTATION—ORAL AND MEMORY COMPOSITION.

A. *Write the story read to you, and answer questions.*

B. *Tell the story over again as if you yourself had been the little girl in the burning house.*

C. *Write the story as if you had been the little girl.*

D. *Write in your own words about the duties of a fireman.*

LESSON 21.

DESCRIPTION OF YORKSHIRE.

A. *Look carefully at the map of England, and follow all that your teacher points out to you on it.*

The largest county in England is Yorkshire. The western part of Yorkshire is very hilly, for the Pennine range runs through it, from north to south. The highest peaks in Yorkshire are Bow Fell, Whernside, Ingleborough and Penygent. From the hills in the west, the rivers Swale, Ure, Nidd, Wharfe, and Aire flow south-east into the Ouse, and the Ouse flows into the Humber. These rivers rise among limestone rocks, and are clear and beautiful among the hills, and many fish live in them. Low down in some of the valleys there are large towns with woollen factories, and there the rivers are dirty, and the air full of smoke. The coast of Yorkshire is rocky, and the sea that beats on it is often very stormy. There are many sheltered bays with great stretches of yellow sand, and in summer many children play there in their holidays, and make wonderful buildings and figures of the sand. Sometimes prizes are given for the best work, and once a special prize was given to a clever boy who made a sand lion. The county town is York, a very old city. People visit it on purpose to see a beautiful cathedral, called York Minster, and parts of the wall built by the Romans many centuries ago.

B. *Answer your teacher's questions about what you have been told and what you have read.*

C. *Write the answers to your teacher's questions.*

LESSON 22.

A. *Listen to the story read to you.*

B *Answer your teacher's questions on it.*

C. *Write the story from memory.*

LESSON 23.

WORDS THAT ASK QUESTIONS.

A. *Copy this list.*

who? **whom?** **whose?** **what?** **what?**

B. *Read these sentences.*

1. **Who** stole the tarts? The knave of hearts stole the tarts. 2. **Whom** did the king beat? The king beat the knave of hearts. 3. **Whose** tarts did the knave steal? The knave stole the king's tarts. 4. **What** lay on the king's table? The tarts lay on the king's table. 5. **What** did the knave take from the table? He took the tarts from the table.

The words in the list ask questions. They also stand in the place of names. The sentences are in pairs. The first of each pair is a question, and the second is the answer to it. The answer shows you for what name each questioning word stands. **Who** stands for the **knave**, the name of a person who does something. **Whom** also stands for the **knave**, but now it is the name of a person to whom something is done. **Whose** stands for the **king's**, the name of an owner. In the last two sentences **what** stands for the **tarts**, the name of a thing.

LESSON 24.

A. *Read these sentences.*

1. Who slept for a hundred years? The beautiful princess slept for a hundred years. 2. Whom did the wicked fairy bewitch? She bewitched the beautiful princess. 3. Whose spindle pierced her hand? The old woman's spindle pierced her hand. 4. Who attacked the travellers? The thieves attacked the travellers. 5. Whom did they rob? They robbed the richest travellers. 6. Whose purses were stolen? The travellers' purses were stolen.

B. *Pick out the words that ask questions, and say for what name each stands.*

C. **Which?** also asks questions. It stands for the names of either persons or things.

LESSON 25.

RETELLING A STORY.

A. *Read these sentences.*

1. A little boy called Albert, and his dog Prince were great friends and always played together. 2. Albert went to spend a holiday at the seaside, and of course, Prince went with him. 3. For the first few days they romped about together on the sand, but Prince did not like the water. 4. While his little master paddled, Prince ran about the beach, or stretched himself out to sleep in the sun. 5. Albert was allowed to bathe on the first warm day. 6. As he went into deeper water Prince watched him anxiously. 7. When the water was a little above his waist Albert ducked under it. 8. Poor Prince thought that his master would be drowned, and he forgot his own fear of the water. 9. He rushed into the sea and swam bravely up to Albert. 10. By this time Albert was up again, and Prince saw that he was quite safe. 11. Prince licked Albert's face all over in his joy, and then swam back to the shore. 12. Prince was not a big dog or a strong swimmer like a Newfoundland, but he was just as eager to help his master.

B. *Answer your teacher's questions on the story.*

C. *Write the story from memory.*

LESSON 26.

DESCRIPTION.

A. *Answer these questions.*

1. What do you see on your way to school? 2. How do you know a sailor if you meet him on land? 3. What flowers would you expect to find in a garden in July? 4. What does the Union Jack look like?

B. *Write answers to these questions.*

LESSON 27.

PICTURE STORY.



A. *Look carefully at these pictures.*

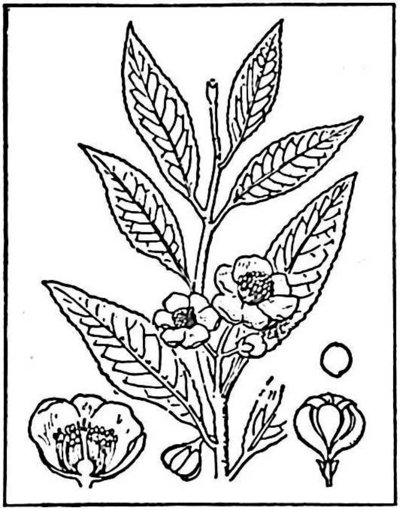
B. *Answer your teacher's questions on them.*

C. *Write what your teacher tells you to write.*

LESSON 28.

TRANSCRIPTION AND MEMORY COMPOSITION—TEA.

A. *Copy these sentences.*



1. Tea is the leaf of an evergreen shrub, that grows to be about five feet high in its wild state. 2. It grows in China, India, and Ceylon. 3. The fresh leaves are picked from the shrub, and dried and rolled. 4. The tea is then packed in chests lined with metal, and sent away to different parts of the world. 5. In this country almost everybody drinks tea at least once a day. 6. Long ago only very rich people could have it, because it cost a great deal of money.

B. *Answer your teacher's questions.*

C. *Write down what you know about tea.*

LESSON 29.

MEMORY COMPOSITION—FOOD FROM ABROAD.

A. *Read these sentences.*

1. Many of the things we eat and drink come to us across the sea from far distant lands. 2. The sugar that sweetens our tea and coffee comes mostly from France and Germany. 3. A great deal of the wheat of which our bread is made comes from Russia. 4. Rice for our puddings grows in India. 5. The raisins and currants in our cakes are brought from Spain and Greece.

B. *Write the names of some of the things we eat or drink that come from foreign countries.*

C. *Write what you know about these foods.*

LESSON 30.

COMMAS, FULL STOPS, QUESTION MARKS, ETC.

Besides letters, there are several little marks which we use when we write to make the sense clearer.

(*a*) We put **commas** at places where we should pause to breathe if we were reading aloud. They divide words and phrases.

(*a*) 1. **Jack, Tom, Will, and Dick were in the room together.** (*a*) 2. **Mary, come here.** (*a*) 3. **I heard the tale, but I did not believe it.**

(*b*) The **full stop** is put at the end of a sentence, when the sense is complete. Every sentence should begin with a capital letter, and end with a full stop. Full stops are also used after shortened words. (*b*) 1. **Mr. Robt. Smith called in Dr. J. Williamson.** *Mr.* is for *Mister*, *Robt.* for *Robert*, *Dr.* for *Doctor*, and *J.* for the doctor's first name.

Question marks are used at the end of sentences that ask questions. (*c*) 1. **Who is there ?** (*c*) 2. **What did he say ?** (*c*) 3. **Are you coming with me ?**

(*d*) The **apostrophe** is like a comma in the upper part of the line. It is used to turn names into names of owners, and also to show that a letter has been left out.

(*d*) 1. **Is the boy's father in the room ?** (*d*) 2. **The boys' fathers are in the room.** (*d*) 3. **Don't go without me.**

(*e*) When we repeat somebody else's words we use what are called **"inverted commas,"** that is, commas turned the other way up. (*e*) 1. **"Be a brave boy," said the dentist.** (*e*) 2. **"How is your patient to-day, nurse ?" asked the doctor.** (*e*) 3. **"Much better," answered the nurse. "He slept soundly all night."**

Copy the sentences in the darker print, and be careful to put in all the marks.

LESSON 31.

RE-TELLING A STORY.

THE BEAR AND HIS SKIN.

A. *Read this story.*

Last autumn I went on a bear-hunting expedition with my friend Peter.

On the way we talked about what we should do with the skin of the first bear we shot.

"I shall give it to my wife for a hearth rug," said I.

"No, you must sell it," said Peter, "and give me half the money." We were ready to quarrel about the skin of that bear before we saw one.

For some days we looked in vain for bears, and we began to think there were none anywhere near us. One morning as we were strolling carelessly about, we were surprised to see a great, furry creature coming quickly towards us from the forest. Peter had left his gun behind, so he made for the nearest tree, and climbed it.

I fired, but missed, and only excited the bear. As he rushed on me, I threw myself on the ground, and lay quite still, hardly daring to breathe. The bear sniffed me all over, and then went quietly back to the forest.

"What did the bear whisper in your ear?" asked Peter, when he came down from the tree.

"He told me," I replied, "never to sell a bear's skin before killing the bear."

B. *Answer your teacher's questions on the story.*

C. *Write the story from memory.*

D. *Try to tell the story as you think Peter would have told it.*

LESSON 32

PICTURE STORY.



1. What is this on the railway line, and why is it dangerous?
2. Why is the man waving a flag?
3. What has been done to the train now? Who has done it, and how did he know he ought to do it?

A. *Write answers to these questions about the pictures.*
B. *Answer your teacher's questions about them.*
C. *Write the story from memory.*

LESSON 33.

MEMORY COMPOSITION.

A. *Listen to the story read, and answer the questions on it.*
B. *Write the story from memory.*

LESSON 34.

TRANSCRIPTION, &c.

A *Write these sentences.*

1. Cotton is found in the seed pod of a plant. 2 It is a soft white fibre that lines the pod, and the seeds nestle in it. 3. The cotton plant grows in the United States, India and Egypt. 4. The seeds are cleared out, and the fibre is then packed in tight bales, and is sent across the sea, a great deal of it to Liverpool. 5. From Liverpool it is sent to many towns in Lancashire, where it is spun into yarn, and then woven into calico. 6. People in hot countries dress chiefly in calico, and much of the cotton cloth made in England is sent back to those very lands where the fibre grew.

B. *Listen to what your teacher tells you about cotton, and answer the questions asked about it.*

C. *Write what your teacher tells you to write.*

LESSON 35.

ORAL COMPOSITION, &c.

A. *Read these sentences, and answer your teacher's questions about them.*

1. A cotton mill is usually a huge, oblong, brick building, about five storeys high. 2. A lofty brick chimney stands beside each mill. 3. The hum of the machinery can be heard a long way off. 4. All day the mills are full of men and women, busy at work. 5. As they go to and from their work a great clatter is heard in the street, for most of them wear clogs. 6. Little children used to work all day in the cotton mills, but that is not allowed now.

B. *Write all you can about a cotton factory.*

LESSON 36.

WORDS THAT STAND FOR NAMES.

A. *Copy this list of words.*

who, whose, whom, which, that.

B. *Fill up the blanks in these sentences with words from the list.*

1. A soldier — leg was badly wounded lay in the trench. 2. The policeman has found the man — stole my purse. 3. This is the book — my uncle gave me. 4. The man — we met in the lane lives at the farm on the hill. 5. This is the house — Jack built. 6. There was an old woman — lived in a shoe. 7. In the hospital were several people — had been hurt in a railway accident. 8. A kind aunt has adopted the children — parents died so suddenly.

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LESSON 37.

DESCRIPTION—SPRING.

A. *Read these sentences.*

Everybody is glad when spring comes, after the cold, dark winter. The birds begin to sing, and snowdrops and crocuses spring up in the gardens. The leaf-buds, that have been so tightly packed away all winter that they could hardly be seen, now begin to swell. They get bigger every day, and soon the trees will show a faint shimmer of fresh green. Every evening the light lasts a little longer, and there is more time for games or walks after school.

B *Write answers to your teacher's questions.*

LESSON 38.

DESCRIPTION—SPRING.—(Continued.)

A. *Read these sentences.*

Every week in spring there is something new to delight our eyes. One day, pointed green leaves are seen pushing their way through the brown earth. They grow taller, and then the buds on the stalks in their midst burst their green covering, and golden daffodils dance in the wind. On sheltered banks violets may be found, hidden snugly under their leaves. Sometimes when they cannot be seen, the wind carries the scent to us, and we know that violets are somewhere near. A little later the primroses begin to show themselves, and before the end of April, quiet corners in the woods are filled with the pale yellow flowers.

Some of the trees are covered with catkins before they have any leaves. The catkins on the willow tree are gray and soft at first, like a kitten's fur. When they are quite ripe they are yellow and have a sweet smell.

Early spring is the best time to see the birds, as they fly about among the bare branches. The sweetest singers are the blackbird, the thrush and the lark. The blackbird has glossy black feathers and a yellow beak. The thrush is not quite so large, and has a speckled breast. The lark is a slender brown bird, with a crest on its head. It makes its nest in the grass, and sings in the air.

B. *Answer your teacher's questions on what you have read.*

C. *Write what you can about spring flowers, catkins and birds.*

LESSON 39.

WORDS THAT STAND FOR NAMES.

A. *Copy these words.*

1. **my, mine.** 2. **her, hers.** 3. **our, ours.** 4. **your, yours.** 5. **their, theirs.**

The words in each pair are like each other, but not quite the same. The first one stands for the name of an owner and goes with other names, the other stands for the name of something owned and stands by itself.

(*a*) **This is my book.** Here "my" stands for the name of the person who speaks, and is the owner of the book. It also goes with "book."

(*b*) **This book is mine.** Here "mine" stands for the name of something that belongs to the person who speaks, and it does not go with any other name.

(*c*) **Mary has lost her copy-book. I have found one on the floor, but it is not hers.** "Her" stands for Mary's name, and also goes with "copy-book." "Hers" stands for something belonging to Mary, and does not go with any other name. Notice that "hers," "ours," "yours" and "theirs" do not have an apostrophe before the "s."

B. *Read these sentences.*

Pick out the words that stand for names of owners, and also go with other names. Then pick out those that are like them, but do not go with other names.

1. "I have lost my knife," said Fred. "Will you lend me yours?" 2. "Mine has been lost for a week," said Tom. 3. "We played with your toys yesterday," said the boys to their sister. "You may play with ours to-day." 4. The little girls said that Mrs. Smith's baby was not so pretty as theirs. 5. Mrs. Smith thought hers prettier.

C. *Write the words in two lists.*

1. Words that stand for names of owners. 2. Words that stand by themselves for names of things owned.

LESSON 40—MEMORY WORK.

A. *Listen to what is read to you.*

B. *Answer your teacher's questions on it.*

C *Write the story in your own words.*

LESSON 41.

RETELLING A STORY.

A. *Read these sentences.*

1. Mary, Queen of Scots, was sent as a prisoner to Lochleven Castle. 2. The castle stood on an island in the lake, and was very carefully guarded. 3. It did not seem possible that Mary could escape, but she found friends clever and brave enough to set her free. 4. Her page got hold of the keys of the castle, and late at night he opened the doors, and the queen and her ladies crept out very quietly. 5. The page locked every door behind them, and guided them to a place on the shore where some of Mary's friends were waiting with a boat. 6. When the watchman heard the splash of oars he fired his gun, but nobody could get out of the castle to try to overtake the prisoner. 7. The men in the boat rowed with all their might, and the page dropped the keys into the deepest part of the lake. 8. On the other side some gentlemen were waiting to welcome the queen, and in a few days a large army had come together to fight for her cause.

B. *Answer your teacher's questions on the story.*

C. *Write the story in your own words.*

LESSON 42.

HOW SENTENCES SHOULD BE ARRANGED.

A sentence should be arranged so that the words which belong to each other stand near each other.

A. *Read these sentences. Try to find out how the meaning is spoiled by bad arrangement, and arrange them so as to make the sense clear.*

1. The book is on the table that you want. 2. Whom are you writing a letter to? 3. A terrier dog is wanted by a lady, accustomed to children. 4. I want a house by the river that is dry and sunny.

B. *Write the sentences in proper order.*

C. *Write what your teacher tells you to write.*

LESSON 43.

DESCRIPTION—THE TELEGRAPH BOY.

A. *Copy these sentences.*



1. We know the telegraph boy in the street by the uniform he wears. 2. He carries his messages in a leather pouch fastened to his belt. 3. He never ought to loiter over his work, for telegrams always need speed. 4. When he has far to go he rides a bicycle to save time. 5. Like all the other workers for the Post Office the telegraph boy is employed by the Government. 6. When he is too big to carry telegrams he may perhaps become a postman, or he may have to try to find some other kind of work.

B. *Answer these questions.*

1. How do you know a telegraph boy's bicycle in the street? 2. Describe the envelope that contains a telegram. 3. What is the lowest price for which a telegram can be sent? 4. About what age would you expect a telegraph boy to be? 5. How long can a boy remain at work of that kind?

C. *Write a short description of a telegraph boy and his duties.*

LESSON 44.

VERBS—THE PRESENT AND THE PAST.

A. *Read these sentences.*

1. In fine weather I walk to school across the fields. 1 (*a*). To-day I am walking by the road, because the fields are wet.

2. Tom and Jack learn their lessons together every evening. 2 (*a*). Tom and Jack are learning their lessons together just now.

3. We read aloud on winter evenings. 3 (*a*). This winter we are reading Ivanhoe aloud.

You see that the sentences go in pairs, and that the two sentences in each pair tell us almost, but not quite, the same thing. In the first of each pair the verb is a single word, in the second it is made up of two words, the second ending in **ing**. They are different ways of putting the same verb, and they both tell of something done in the present.

B. *Write the verbs in two columns, like this:—*

1. shines. 1 (*a*). is shining.

C. *Read these sentences.*

1. I walked by the river last night. 1 (*a*). As I was walking by the river I heard the church bells ring. 2. The leaves fell off the trees one frosty night. 2 (*a*). The leaves were falling off the trees all day yesterday. 3. The sun shone brightly at eight o'clock. 3 (*a*). The sun was shining when we left home.

Here also the sentences are in pairs, and each tells of something done in the past. In the first of each pair the verb is in one word; in the second the same verb is in two words, the last ending in **ing**.

D. *Write the verb in two columns, like this:—*

1. I walked. 1 (*a*). I was walking.

LESSON 45.

PICTURE STORY.



A. *Look carefully at these pictures.*

B. *Answer your teacher's questions on them.*

C. *Write answers to your teacher's questions.*

D. *Write the story of the pictures from memory.*

LESSON 46.

WORDS THAT JOIN OTHER WORDS.

A. *Copy these sentences.*

1. Mary is taller **than** her brother. 2. The little dog yelped **as if** it had been hurt. 3. **Both** the house **and** the garden were very untidy. 4. **Either** the train is late **or** my friend has missed it. 5. Tom's knife is **as** sharp **as** Dick's.

The words in dark print join other words. Notice that three of them go in pairs. "Both" is followed by "and"; "either" is followed by "or"; "as" is followed by "as."

B. *Read these sentences, and make a list of the words in them that join other words.*

1. Both the boys and the girls in that family are like their mother. 2. He walked away as if the sad news had stunned him. 3. The poor children had been both starved and beaten. 4. As long as they live the sailors will remember that storm. 5. Most people like Kate better than her sister. 6. The horse was either lame or lazy. 7. Either you have forgotten what you were told, or you did not listen to it. 8. The man strolled about with his hands in his pockets, as if he had nothing to do. 9. Both books and toys are wanted in the Children's Hospital. 10. As soon as Jack heard the giant snoring he crept out of his hiding-place. 11. You must either keep the rules of the club or leave it. 12. Either Tom or Harry has mistaken the hour.

LESSON 47.

WORDS THAT JOIN OTHER WORDS—REVISION.

A. *Read these sentences, and try to make each pair into a single sentence by joining the two parts.*

1. You do not look where you are going. You are sure to lose your way.
2. You are sure to lose your way. You look where you are going.
3. King Richard freely forgave his brother John. He had tried to take the kingdom from him.
4. The parents were rescued from the burning house. The children were rescued from the burning house.
5. The young soldier died on the battlefield. He died in hospital next day of his wounds. (*Notice that these two statements cannot both be true*).
6. The old man limped painfully along the road. His lameness troubled him more than usual.

B. *Write out the sentences.*

LESSON 48.

LETTERS.

A. *Copy this letter.*

My dear Tom,

It will be a great kindness if you will lend me some books, as I am still laid up with a cold, and I have read all my own. I think you have "Treasure Island" and "Masterman Ready," both of which I should very much like to read.

I will take great care of the books, and will return them to you as soon as I am able to be out again. Yours truly,

Robert Young.

B. *Write an answer to this letter.*

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